

Region VI

The Headliner

TRAINING AND TECHNICAL ASSISTANCE NETWORK



Booz | Allen | Hamilton - A Member of the National Head Start Training and Technical Assistance Network

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Comprehensive Services	1	Comprehensive services are at the core of the Head Start program model. We strive to ensure that every child is supported in the context of their family, culture, language, and community and that their early learning and development is supported in	conjunction with their emotional, mental, and physical health. In this issue of the Headliner, you'll find information to support a comprehensive approach to supporting children and families in various program delivery options. We hope you find it helpful!
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Comprehensive Health Services	4	In the May 2016 article, Head Start's Comprehensive Approach to Child Development , author Sarah Merrill writes, "Polly Greenberg said, 'From the absolute beginning, Head Start was never intended as just to be preschool. The emphasis was on comprehensive services : nutrition, health screening, health care, social services, and new careers for the parents with training and income. Helping people get out of the cycle of poverty; and that includes energizing, giving people confidence that they can do this. And it is one step at a time.'	
Program Management and Systems	5	Providing such a breadth of services can be challenging. It takes a lot of planning, coordination, and community partners. However, a comprehensive approach allows Head Start staff to focus on children and families holistically. Their work in providing a comprehensive approach for each child and family is the essence of individualized services. We know development is influenced by individual temperament, life experiences, and interests. Children grow and learn in their own style and pace. We also know that the areas of development are connected and influenced by one another. We would do a disservice if we didn't consider the whole child, in the context of his or her family, when planning and delivering all types of services."	
Fistful of Fiscal Facts	6	Sharon Yandian further explores the aspect of comprehensive services in the April 2016 article, Comprehensive Services and T/TA in Head Start . "Comprehensive services have been the hallmark of Head Start from its very beginning in the summer of 1965... The training and technical assistance (T/TA) system has taken many forms over the past 50 years, but its primary purpose has always been to strengthen the service delivery and management and fiscal systems within grantees...We're at another juncture with a new cross-sector T/TA system...the infrastructure resembles the previous T/TA system with three components of ongoing support: the National Centers , the Regional T/TA Network, and T/TA funding. The best description of the emphasis within the new T/TA system is "process consultation." The emphasis is more on the TA side, where there is support for the process of program improvement, and less on the T, or training side. Grantees continue to define their vision, assess community needs, and collect data on how they are doing. The T/TA system helps grantees focus on their strengths and identify possible barriers to providing a high-quality program. With T/TA support, grantees define the process of change and come up with their own solutions to some of the challenges. Much of this on-the-ground support falls to the regional specialists in their work with programs."	
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Head Start
Celebrating 50 Years!

Click on the title to view the video



Early Learning and Development News!

A Birth to Five Focus



Nature-Based Learning and Development

Robin Bowen, M.Ed., Early Childhood Specialist

Spring, Summer, Fall, or Winter - any season is a great time for nature play, but no time is more exciting than right now. Flowers blooming, changing weather, grass growing, gardens producing, and much, much, more. So go out with your children and explore and discover!

Nature play is important for infants, toddlers, preschoolers, families, staff, and communities. New research indicates that children who regularly play in nature are growing up healthy, smart, and happy. Our stories from the field show positive examples of Head Start and Early Head Start programs who have found a way to include nature in their daily activities.

Experiencing nature can be used to enhance development and learning across all Head Start Early Learning Outcomes Framework domains.

Below are some great resources from the Early Childhood Learning and Knowledge Center with hyperlinked titles that will help us all to understand the benefits of Nature Play.

Why Play in Nature?

- [American Beliefs Associated with Encouraging Children's Nature Experience Opportunities](#)
- [Can Bacteria Make You Smarter?](#)
- [Childhood in the Garden: A Place to Encounter Natural and Social Diversity](#)
- [Children's Contact with the Outdoors and Nature: A Focus on Educators and Educational Settings](#)
- [Embrace Risks, thoughtfully in Design Principles for Nature Play Spaces in Nature Centers and Other Natural Areas](#)
- [Infants and Toddlers Meet the Natural World](#)
- [Health Benefits to Children from Contact with the Outdoors and Nature](#)
- [Kids Dig Dirt! Green Paper](#)
- [Outdoor Play Benefits](#)
- [Pre-KinderGarden](#)
- [Universal Principles for Connecting the World's Children with Nature: Nature Action Collaborative for Children](#)
- [World Forum Research Summaries](#)

How to Play in Nature

- [10 Tips to Enhance Your Outdoor Play Space](#)
- [25 Easy Ideas for Nature Play for Early Childhood Centers](#)
- [Affordable Settings and Elements: Ideas for Cost Effective Solutions](#)
- [Colors in the Garden](#)
- [Design Principles for Nature Play Spaces in Nature Centers and Other Natural Areas](#)
- [Infant and Toddler Outdoor Play Space Assessment](#)
- [Learning with Leaves](#)
- [Loose Parts on the Playground](#)
- [Marvelous Explorations through Science and Stories \(MESS\): Our Natural World](#)
- [Nature Club Toolkit for Families](#)
- [Play Space Assessment for Preschool](#)
- [What Can a Child Do in Nature?](#)

Who Can Play in Nature?

- [Adding Elements to Playgrounds to Promote Exercise and Creative Play](#)
- [Creating an Outdoor Play Space to Promote Physical Activity](#)
- [It's a Beautiful Life](#)
- [Transforming Sand and Asphalt into Living Play Spaces](#)
- [Using Community Partnerships to Enhance Outdoor Play Spaces](#)
- [Using Plants and Natural Structures to Invigorate an Outdoor Play Space](#)
- [Using the Play Space to Replicate the Local Natural Environment](#)

Everyone has different needs, play space layout, space restrictions, materials cost, etc. These articles give great ideas and direction on how to meet some of those needs. So take some time, brainstorm with staff, and create some exciting nature learning and development for the children you serve.

Information captured from Nature-Based Learning and Development. HHS/ACF/OHS/NCQTL. 2015.

Supporting Parent and Family Engagement

Human “Be”ings

Kristy Joy Cox
Ph.D., CFLE, Early Childhood Specialist

One of the greatest gifts I ever received as a young child was sitting on the front porch with my Grandpa. Together, we would look out into nature, observe the little Baptist church next door, feed the squirrels that came right to his hands, contemplate the rock driveway and consider the sloping, dead-end road. With Grandpa, it was always okay to sit in the glider and just “be”. I loved being with him and when I think of him now, that is still the picture that I hold in my heart and my mind. I miss him but I think of him each time I see his glider on my porch. My family went to tremendous lengths to help me transport that old, rusty, metal glider from North Carolina back to Texas after his death.

We are tempted to purchase all of the newest gadgets as adults and most certainly for our children and grandchildren... but what we all need much more is each other. As we cultivate relationships with families and one another, let’s remember the gift of just being in the presence of another special life. There is no greater gift for cognitive development!

For more on slowing down and supporting healthy cognitive development visit: [Brain Based Parenting](#)



Focus on the Home-Based Program Option

Human “Do”ings

Kristy Joy Cox
Ph.D., CFLE, Early Childhood Specialist

One of the most exciting revelations for many parents is discovering that children can learn as much from “the box” as they do from the toy that came in the box. It is what the child and the adults surrounding that child DO with the box (or the toy) AND with each other that makes the experience truly meaningful!

As discussed in my article on Human “Be”ings, cognitive development thrives in the context of healthy relationships. Relationships make the materials used significant and this is no less true for our Home-Based services. Critical to supporting the parent-child dyad, Home-Based services are our chance to deliver on the relationships that make all learning really special, regardless of the “stuff” that we or families might have to offer.



The Parents Guide to the Head Start Home-Based Program Option

“Helping a child learn and grow is a big and exciting job. Home visiting staff and others who work with families in home-based programs can share this useful guide with parents. The guide introduces parents to the Home-Based Program Option. It also shares ideas that can enhance the partnership between the parent and the home visitor.

You may be the mother or father of a baby or a toddler in Early Head Start, or you may be the parent of a Head Start preschooler. Whatever the age of your child, helping him or her learn and grow is a big job. It is an exciting job. It is a hard job. Every mother and father, every family, can use some support. You can get this support from your Head Start home-based program and your home visitor. There are three parts to this guide...”

For the entire resource, click on this title [Parents Guide to Home-Based Program Option](#). Great reminders for everyone!

Parent’s Guide to Home-Based Program Options. HHS/ACF/ACYF/HSB. 2004. English.

Comprehensive Health Services

Emergency Preparedness

Jean Marie Gueniot, LMSW, MPH, Region VI Health Specialist

“Early childhood programs and families face the challenge of preparing for emergencies. An emergency can occur suddenly, with little or no warning. It can deprive people of even the most basic necessities, including food and shelter. Emergencies also may have significant social and emotional impacts that linger long after the event. Explore this section to find tip sheets, checklists, and resources that offer guidance and techniques to cope with emergencies and disasters.” (Source: [Emergency Preparedness page](#) on the ECLKC)

Planning:

- [Head Start Emergency Preparedness Manual, 2015 Edition](#)
 - ★ [Responding to Crises and Tragic Events: Information and Handouts - Tips Sheets and Sample Letters](#)
 - ★ [Responding to Crises and Tragic Events: Planning, Reviewing, and Practicing Your Program's Emergency Preparedness Plans - Checklists](#)
- [Emergency Preparedness in Head Start and Early Childhood Settings Webinar](#)
- [Health Services Newsletter: It's Time to Prepare for Emergences and Disasters](#)
- [Children and Youth Task Force in Disasters: Guidelines for Development](#)
 - ★ [Infant Feeding During Disasters - Infographic](#)
 - ★ [How high is your family's risk in a disaster? - Infographic](#)

Toxic Stress:

- [Breaking Through: Video and User's Guide to Understand and Address Toxic Stress](#)
Download the [user's guide](#)

Response and Recovery:

- [Children's Responses to Crises and Tragic Events - Tip Sheet](#)
Available in [Spanish \(Español\)](#)
- [Helping Your Child Cope After a Disaster - Tip Sheet](#)
Available in [Spanish \(Español\)](#)
- [Emergency Preparedness Webcast](#)
- [Hurricane Sandy: A Year After Webinar](#)
- [Emergency Response and Recovery](#) page includes a number of resources that address:
 - ★ Social Emotional Support for Children
 - ★ Social Emotional Support for Adults
 - ★ Disaster Recovery for Families
 - ★ Disaster Recovery for Head Start Programs

For additional health resources, please visit the [National Center on Early Childhood Health and Wellness](#) page on the ECLKC.

Submit questions and/or requests for additional information to health@ecetta.info or call (toll-free) 1-888-227-5125.

Extra! Extra!

Newest Resources

- ★ [Lead Poisoning Prevention for Head Start Children](#)
- ★ [Zika](#)

Sun Screen

- ★ [Sun Safety: Information for Parents About Sunburn & Sunscreen](#)
- ★ [Summer Safety Tips: Sun and Water Safety](#)
- ★ [How to Choose & Use Sunscreen](#)
- ★ [Head Start Health Services Newsletters - May 2014: Summer Safety](#)

Archived Webinars

- ★ [Don't Just Wait and See: Strategies to Improve Developmental Screening in Early Childhood](#)
- ★ [Health Manager Networks Fostering Leadership](#)
- ★ [Health Issues in Head Start - Medication Administration Webinar](#)

Mental Health in Home Visiting Webinar Series

- ★ [Depression in Mothers: More than the Blues Toolkit](#)

Safety and Injury Prevention

- ★ [Culture of Safety](#)
- ★ [Keep Children Safe Using Active Supervision](#)
- ★ [Hazard Mapping Instructions for Grantees](#)
- ★ [Keeping It Simple With Systems: How Head Start Management Systems Support Active Supervision](#)

Program Management and Systems

Communication

Zynda Patton, M.Ed., Grantee Specialist

Communication
com·mu·ni·ca·tion
kəˌmyoʊnəˈkɑːSH(ə)n/

According to Wikipedia, Communication (from Latin *commūnicāre*, meaning "to share"[1]) is the act of conveying intended meaning to another entity through the use of mutually understood signs and semiotic rules. The basic steps of communication are the forming of communicative intent, message composition, message encoding, transmission of signal, reception of signal, message decoding and finally interpretation of the message by the recipient.

According to [Head Start Program Performance Standards](#), communication is a very important management system as well! While the Standards do not give a lot of space to the regulations regarding the establishment of an effective communication system, it does indeed communicate a lot! See below: 1304.51

(b) Communications-general. Grantee and delegate agencies must establish and implement systems to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community.

(c) Communication with families.

(1) Grantee and delegate agencies must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year.

(2) Communication with parents must be carried out in the parents' primary or preferred language or through an interpreter, to the extent feasible.

(d) Communication with governing bodies and policy groups. Grantee and delegate agencies must ensure that the following information is provided regularly to their grantee and delegate governing bodies and to members of their policy groups:

- (1) Procedures and timetables for program planning;
- (2) Policies, guidelines, and other communications from HHS;
- (3) Program and financial reports; and
- (4) Program plans, policies, procedures, and Early Head Start and Head Start grant applications.

(e) Communication among staff. Grantee and delegate agencies must have mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families.

(f) Communication with delegate agencies. Grantees must have a procedure for ensuring that delegate agency governing bodies, Policy Committees, and all staff receive all regulations, policies, and other pertinent communications in a timely manner.

The National Center on Program Management and Fiscal Operations (PMFO) has put together a number of materials that programs will find helpful when crafting and improving their communication system as well as determining the types of communications necessary to stakeholders.



Click [here](#) to be taken to the PMFO portal for communication. There you will find articles such as "[Five Ways to De-Escalate a Conflict](#)"; "[Keys to Effective Communication](#)", "[How to Write a Progress Report](#)" and many others!

[Conflict Resolution Strategies for Head Start Staff](#) is an excellent tip sheet that will give programs advice such as

- Maintain a sense of humor
- Be an effective communicator (there's that word again!)
- Assume that all people have positive, or good, intentions
- Use positive techniques to handle your own stress
- Avoid jumping to conclusions
- Create an environment that supports staff, as well as children and parents

We encourage you to go the portal for communication and explore the wealth of materials available to programs as you work to strengthen your communication system.

(All information cited from the [ECLKC](#) web portal.)

Fistful of Fiscal Facts

Micro-Purchases

Filiberto Sigala, Grantee Specialist

Have your Accounting Policies and Procedures been updated to include 2 CFR Part 200 and 45 CFR Part 75? When updating your procedures don't forget to take advantage of Micro-Purchases. Micro-Purchase means a purchase of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed the Micro-Purchase threshold. Micro-Purchase procedures comprise a subset of a non-Federal entity's small purchase procedures.

The non-Federal entity uses such procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and cost. The Micro-Purchase threshold is currently set at \$3,000.

For more information related to micro-purchases, click [here](#).

Information taken from the National Center on Program Management and Fiscal Operations.



Partnerships & Collaboration

Early Head Start Child Care Partnership Core Beliefs and Operating Principles

Myrna Calvert, M.Ed., MSW, LCSW, Systems Specialist

1. Children and families deserve high-quality, comprehensive services regardless of setting or funding stream.
2. Funding that supports improved child care salaries and benefits must flow from the grantee to the child care partner. A living wage and benefits are cornerstones of improving quality.
3. Partnerships are grounded in mutual respect and curiosity about each other's programs. None of us know everything and all of us have the capacity to learn and grow.
4. A strengths-based approach to partnership is the basis of improvement. Even when there are mistakes and misunderstandings, we will build on our strengths.
5. A commitment to continuous improvement and learning how to improve the quality of early care and education (ECE) nationally is part of the underlying purpose of these partnerships.
6. A good sense of humor balances the tense moments.
7. Commitment to continuity of services and relationships means preventing, as much as possible, disruptions to the services and relationships that sustain and support children.
8. Persevere and resist the urge to give up. Be willing to bend as needed but don't break.
9. Documentation (e.g., written descriptions of the relationship

between partners, agreements, commitments, services provided, etc.) can contribute to efficiency, planning, and improvement.

10. OCC and OHS commit to practicing at the federal level what we expect at the state and local levels.
11. Innovation and a commitment to embrace change exhibit flexibility and are fundamental to success.
12. Measuring rather than counting means helping people think about how we know what works well and what doesn't and being able to describe the effect or outcome of programs and services.
13. Success requires working together as a team and valuing what each member contributes to the partnership.
14. This work is funded through taxpayer dollars and reflects trust in and recognition of the work of early childhood care and education, and therefore must promote and maintain accountability for the effective use of federal funds.
15. It will take collective responsibility as we all own this work. Success rests with each of us. Some of the nation's most vulnerable children depend on our success.

(Information from EHS-CCP Orientations, Spring 2015)

For more information about Early Head Start-Child Care Partnerships click on this link: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp>.

Professional Development - Events and Opportunities

Date	Location	Description	Contact
July 11-13, 2016	Washington, DC	ACF's National Research Conference on Early Childhood	http://www.acf.hhs.gov/programs/opre/events/the-national-research-conference-on-early-childhood-2016
October 18-20, 2016	Louisville, KY	DEC 32nd Annual International Conference on Young Children with Special Needs and their Families	http://www.dec-sped.org/conference

Early Childhood Learning and Knowledge Center Current Topics and Resources

NEWS

5/18/2016

★ [Head Start: Beyond 50 Years](#)

5/16/2016

★ [New Ways to Approach School Readiness in Home Visiting](#)

5/12/2016

★ [Comprehensive Services and T/TA in Head Start](#)

5/9/2016

★ [Head Start's Comprehensive Approach to Child Development](#)

RESOURCES

[Dual Language Learner Toolkit](#)

This toolkit provides resources that can be used to support young children who are learning their home languages and English. It is divided into three sections: administrators and managers; teachers, caregivers, and family services staff; and families.



If you have trouble with the link above, type the resource title into the search field on the [ECLKC main page](#).

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We want to hear from you! Please send your comments and suggestions via email to the Co-Editors.

Linking Programs with Partners and Resources
for Positive Solutions

Strategic, Collaborative, and Enduring

Booz | Allen | Hamilton

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Not all web links remain active for an extended period of time. Log onto the [ECLKC](#) website for the latest information!